



DEPARTMENT OF

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STATE OF MAINE



State Performance Plan

Introduction



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Why are we here?

- Share requirements of the new legislation and regulations in progress
- Present some of the data elements that must be reported
- Discuss concerns and issues
- Begin to prepare for next year
- Show an example



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(d) **PURPOSES.**—The purposes of this title are—

(1)(A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;

(B) to ensure that the rights of children with disabilities and parents of such children are protected; and

(C) to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;

20 USC 1400



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SEC. 616. MONITORING, TECHNICAL ASSISTANCE, AND ENFORCEMENT

(b) STATE PERFORMANCE PLANS-

(1) PLAN-

A) IN GENERAL- Not later than 1 year after the date of enactment of the Individuals with Disabilities Education Improvement Act of 2004, each State shall have in place a performance plan that evaluates that State's efforts to implement the requirements and purposes of this part and describes how the State will improve such implementation.

20 USC 1416



SEC. 616. Continued...

(2) TARGETS-

(A) IN GENERAL- As a part of the State performance plan described under paragraph (1), each State shall establish measurable and rigorous targets for the indicators established under the priority

(B) DATA COLLECTION.—

(i) IN GENERAL.—Each State shall collect valid and reliable information as needed to report annually to the Secretary on the priority areas described in subsection (a)(3).



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Statutory Requirements

Based on the information provided by the State in the State performance report, information obtained through monitoring visits, and any other public information made available, the Secretary shall determine if the State—

- (i) meets the requirements and purposes of this part;
- (ii) needs assistance in implementing the requirements of this part;
- (iii) needs intervention in implementing the requirements of this part; or
- (iv) needs substantial intervention in implementing the requirements of this part.

20 USC 1416



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Statutory Requirements: SPP

(f) STATE ENFORCEMENT.—If a State educational agency determines that a local educational agency is not meeting the requirements of this part, including the targets in the State's performance plan, the State educational agency shall prohibit the local educational agency from reducing the local educational agency's maintenance of effort under section 613(a)(2)(C) for any fiscal year.

20 USC 1416



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Reporting Schedule

- State Performance Plan – December 2005
- Annual Performance Report – February 2007
 - Report of school year 2005-2006 data
- Annual Performance Report – February 2008
 - Report of school year 2006-2007 data



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Additional Information

- What can we address during the discussion?



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State Performance Plan

An orientation to performance
measures and targets

http://www.maine.gov/education/speced/spp/bspp_01-20-06.pdf



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IDEA Reauthorized 2004

- Requires a 6 year performance plan
 - Prescribed format and content
- 34 Indicators
 - 14 for birth through age 2
 - 20 for school aged (3-20)
- Measurable and rigorous targets



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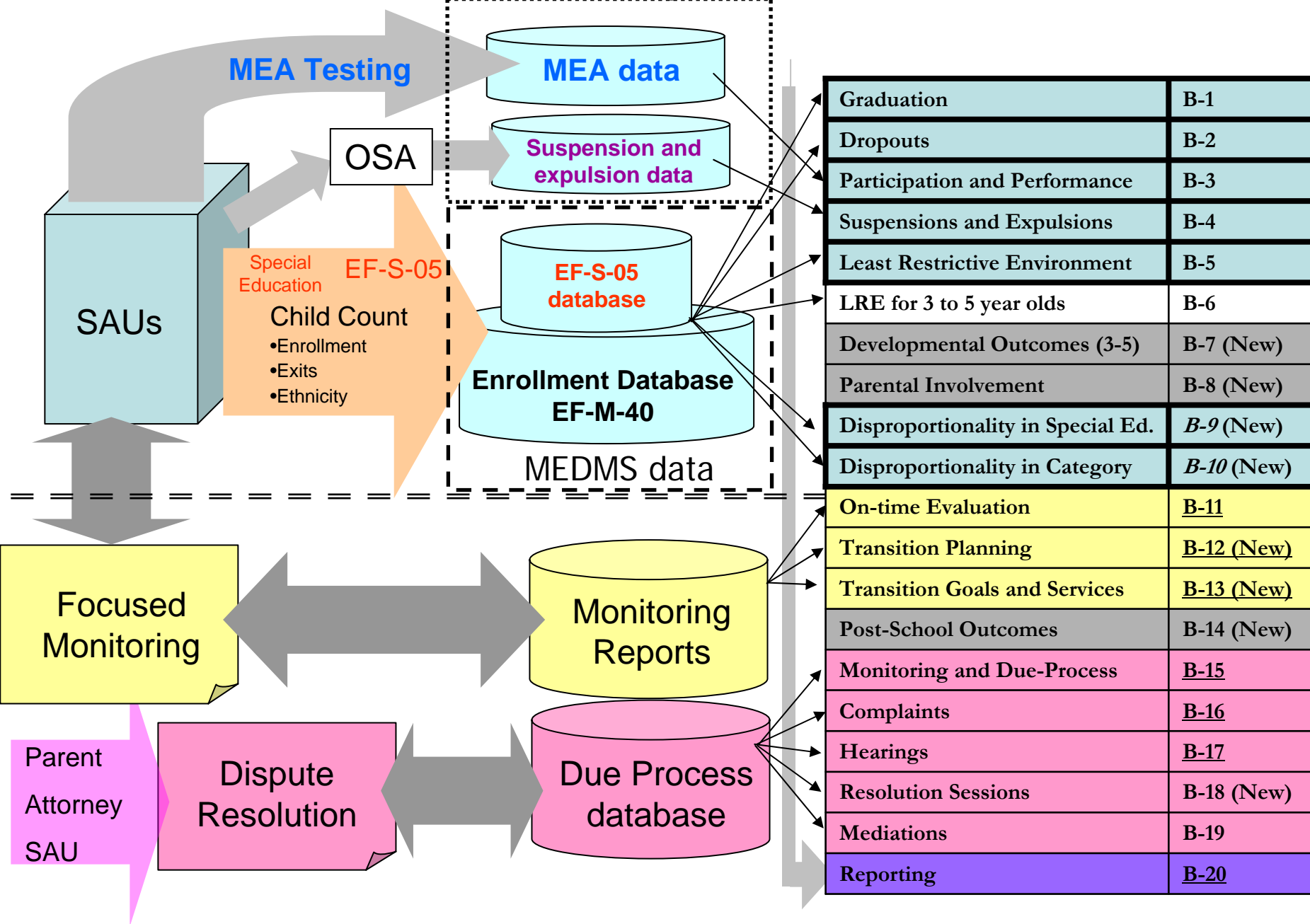
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SPP Reporting

- SPP requires States to report the status of each indicator each year in the Annual Performance Report (APR)
- SPP and subsequent APRs must be made available to the public
- SPP data will be made public by LEA, by indicator, each year

State Performance Plan Data Flow – Part B (ages 3-20)





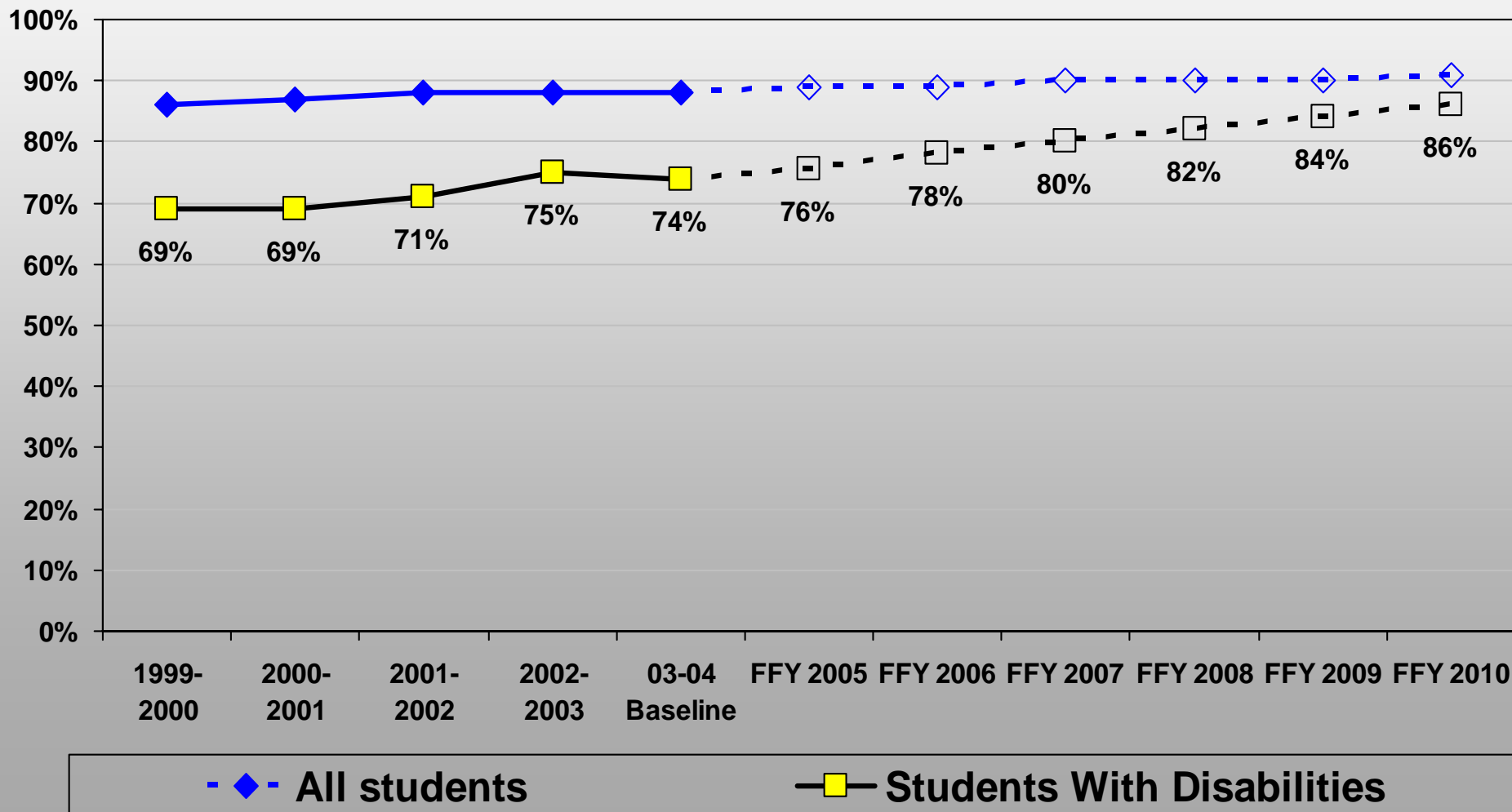
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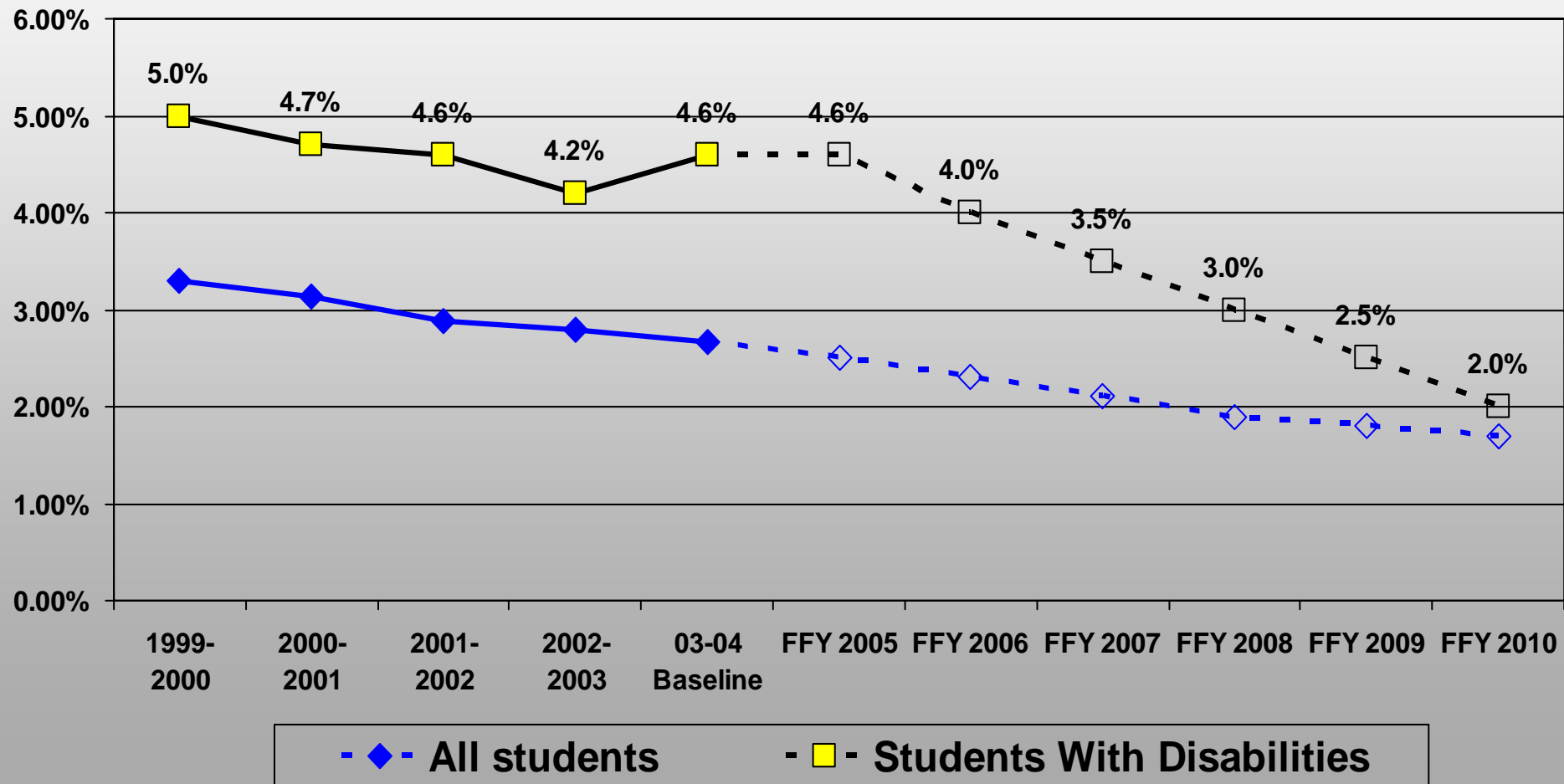


Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.





Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.





Indicator 3: Participation and performance of children with disabilities on statewide assessments.

- A. Percent of LEAs meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.



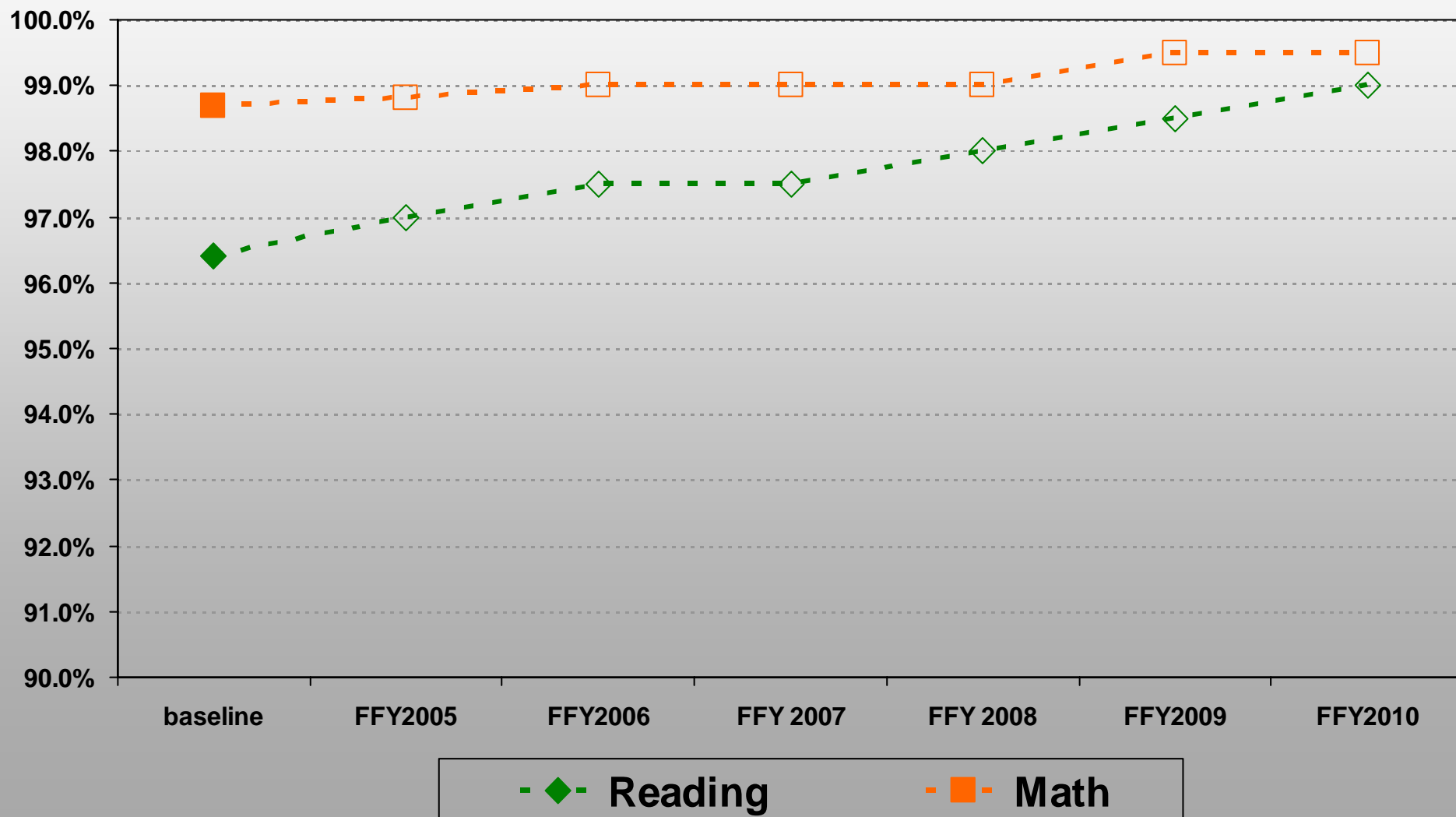
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3A. Percent of LEAs meeting the State's AYP objectives for progress for disability subgroup.





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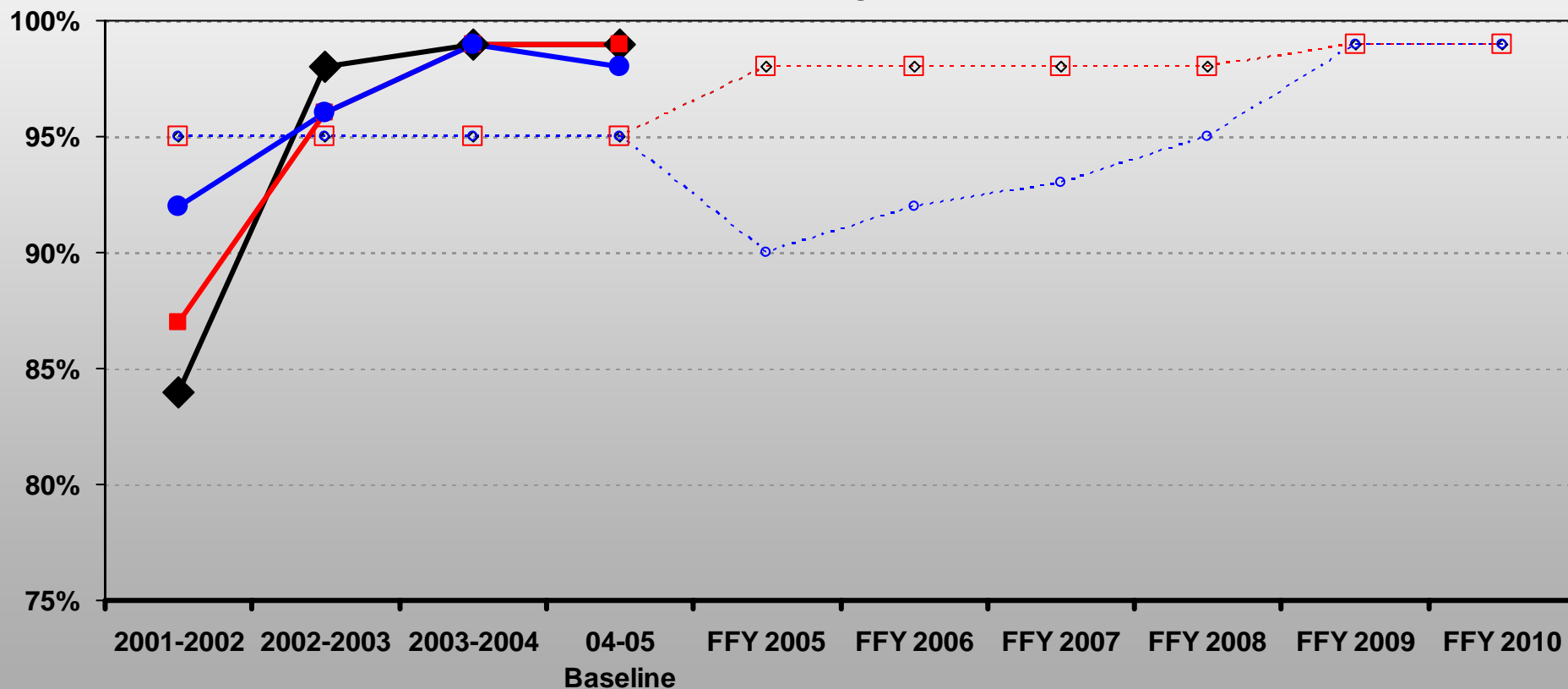
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3B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

Reading





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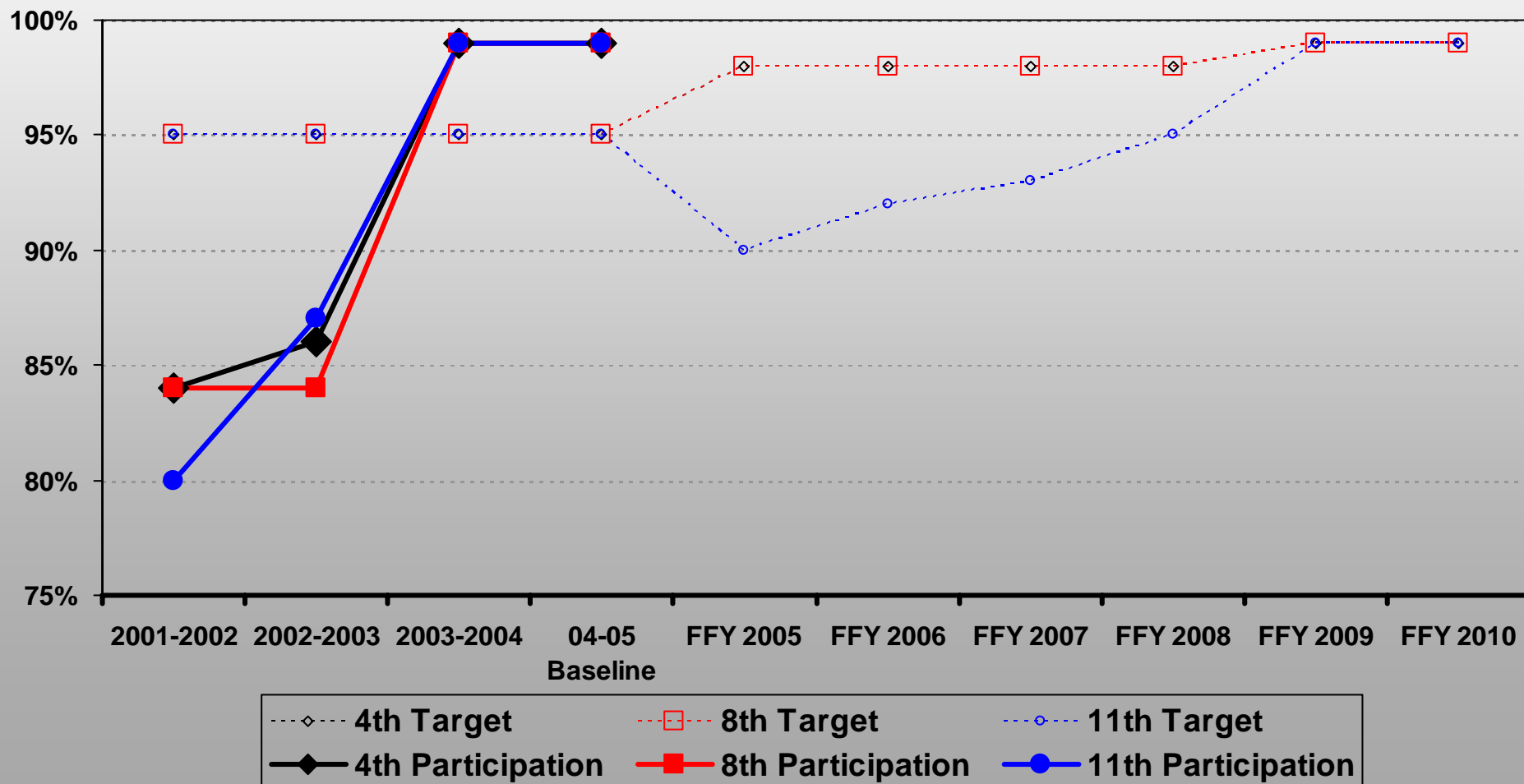
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3B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

Math





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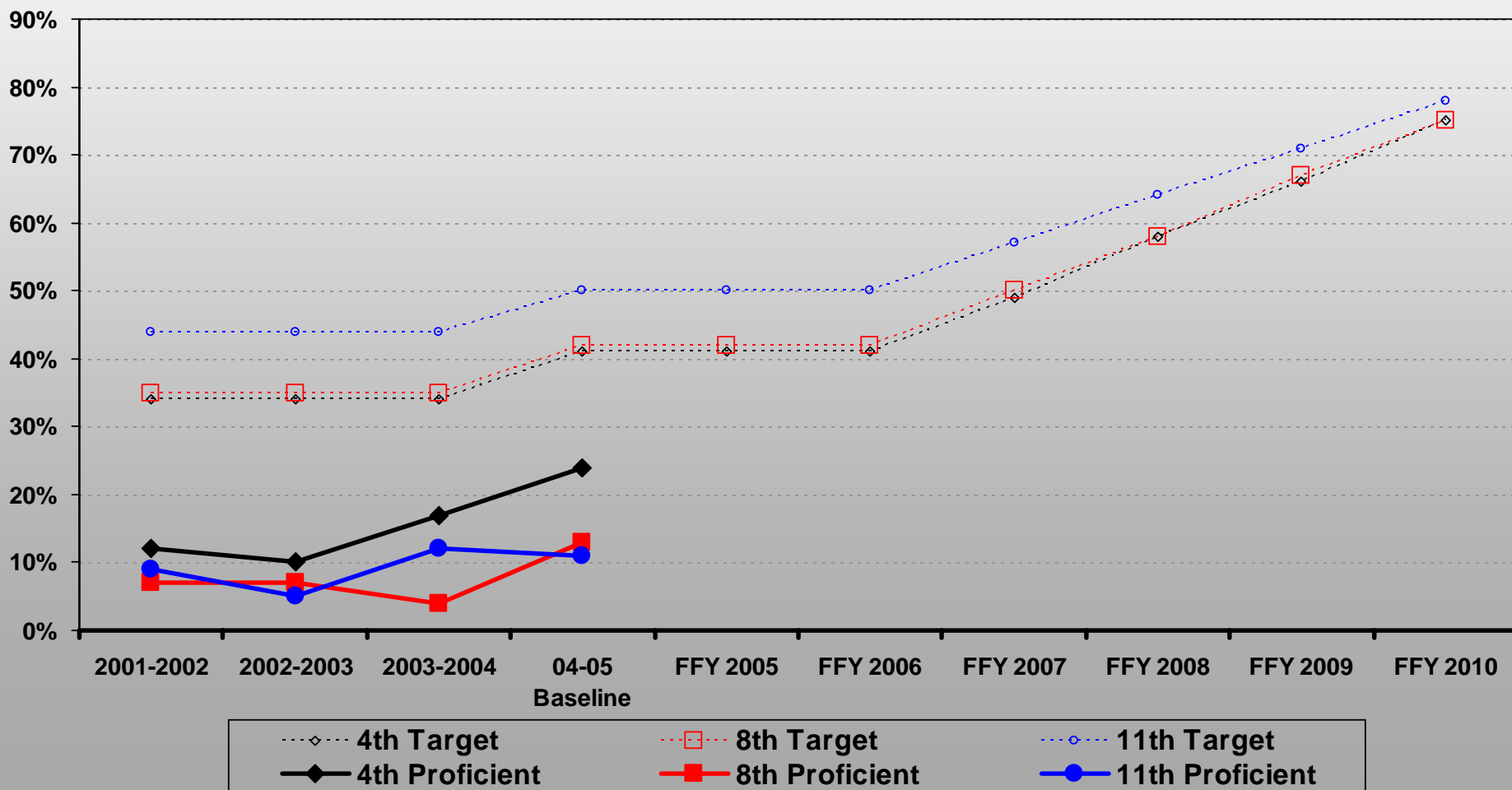
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3C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

Reading





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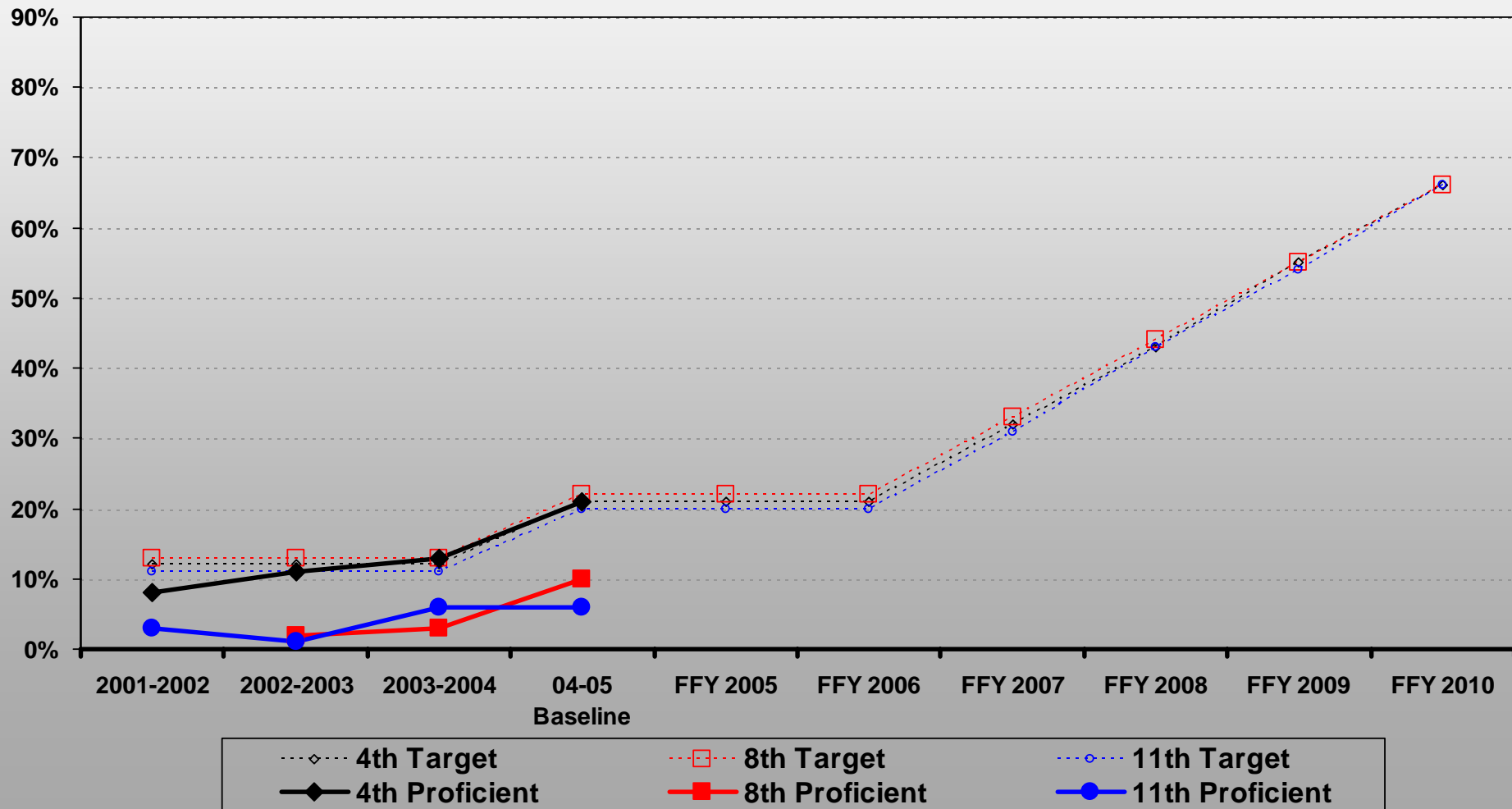
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3C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

Math





Indicator 4: Rates of suspension and expulsion:

- A. Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.



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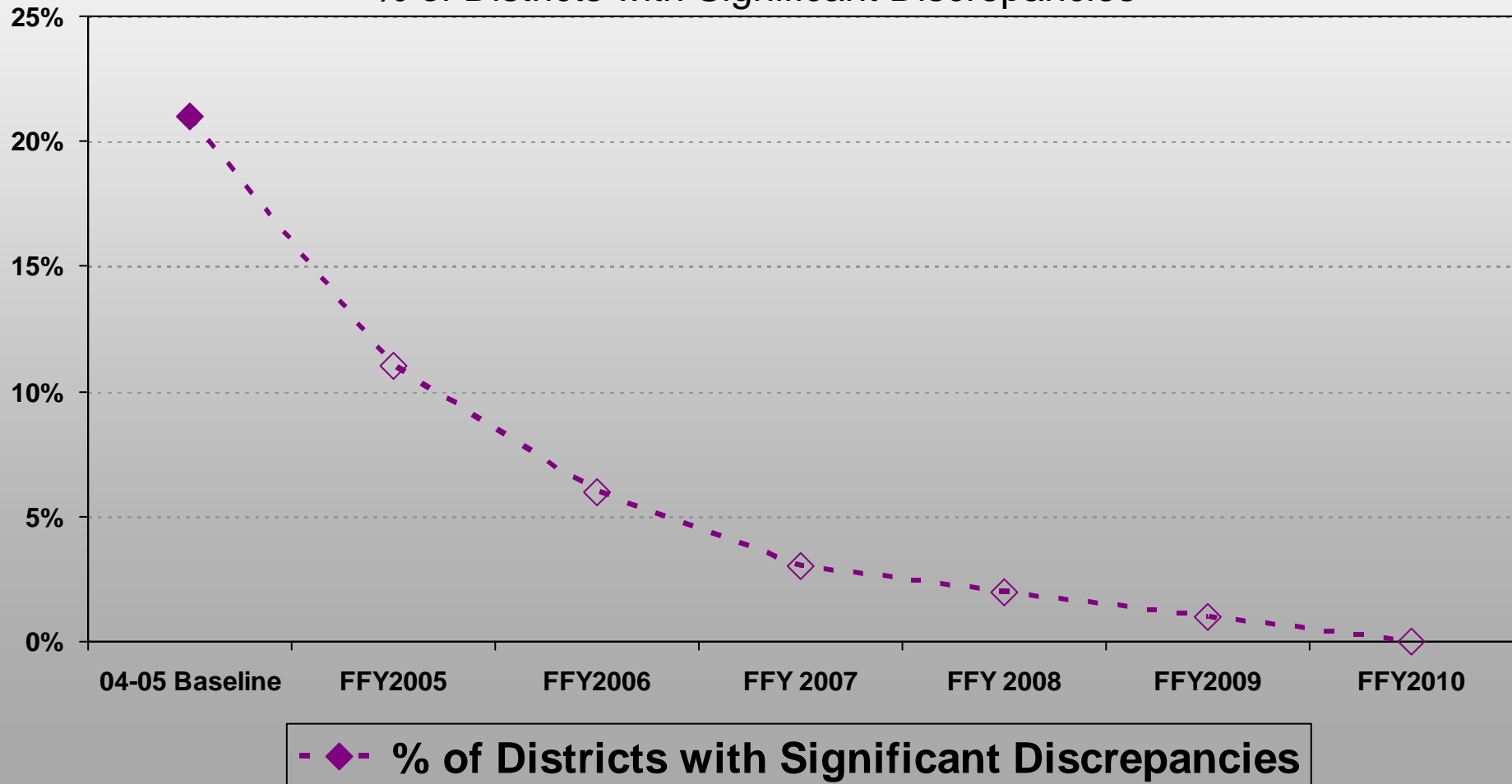
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4A. Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year

% of Districts with Significant Discrepancies





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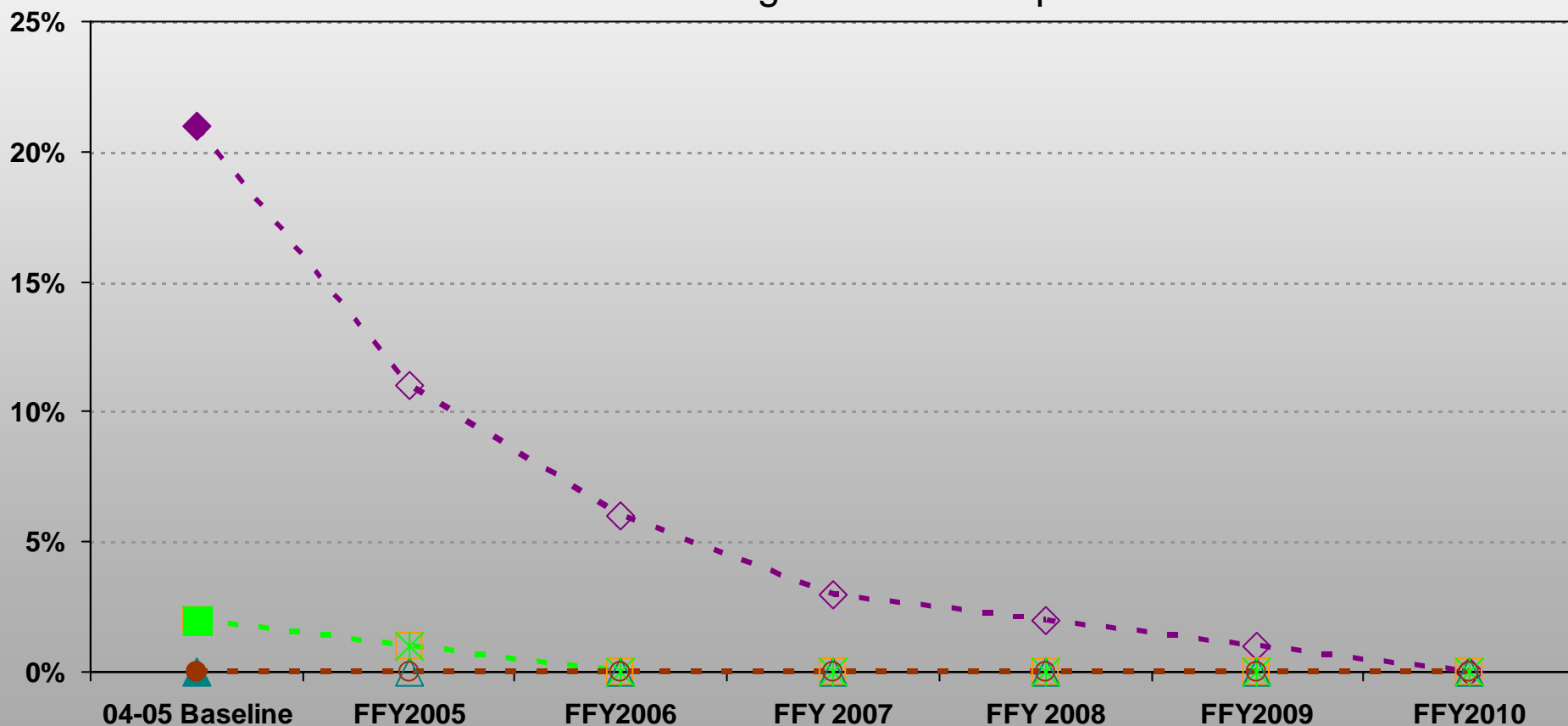
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4B. Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

% of Districts with Significant Discrepancies



- ◆ - Caucasian - □ - Black - ▲ - Hispanic - * - Asian - ● - American Indian



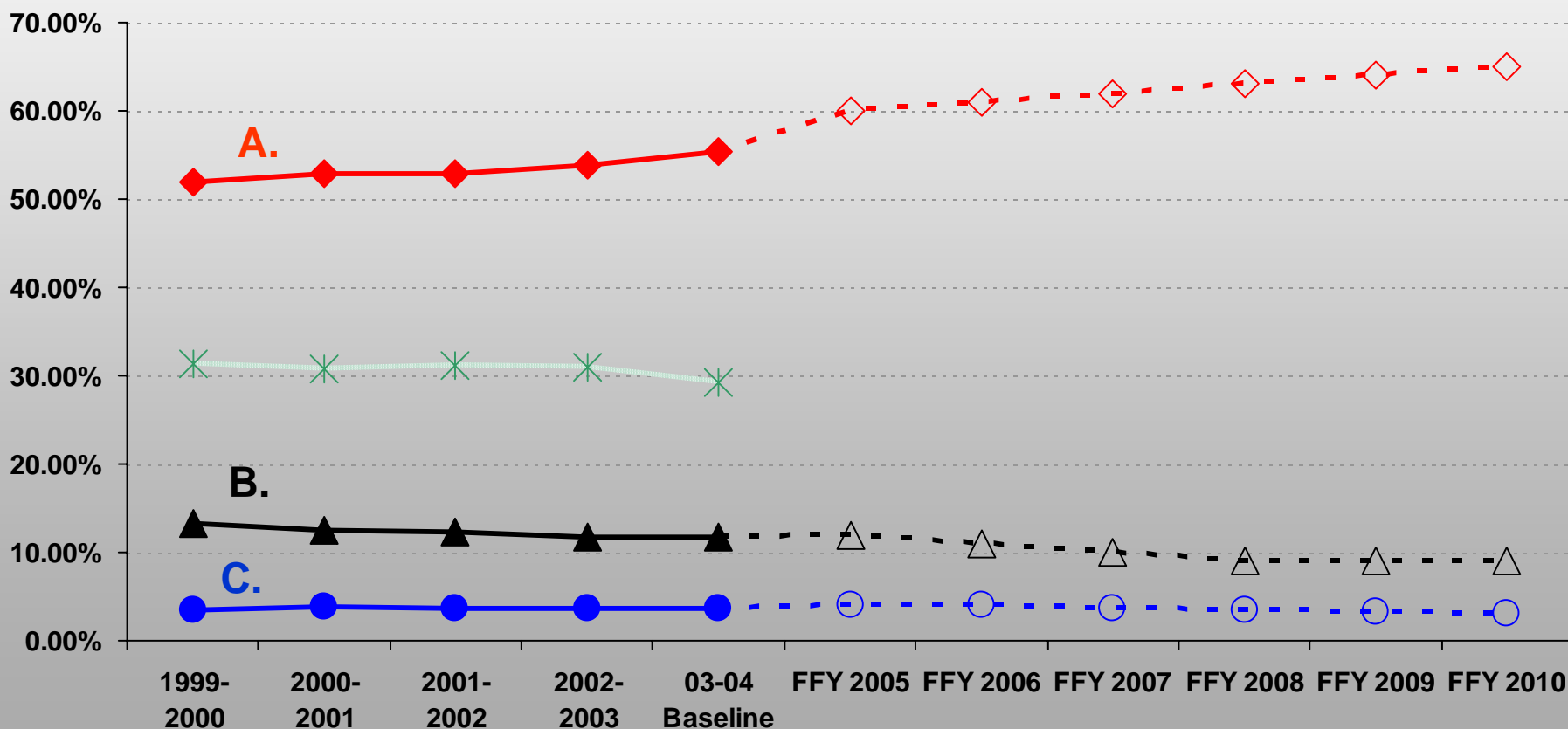
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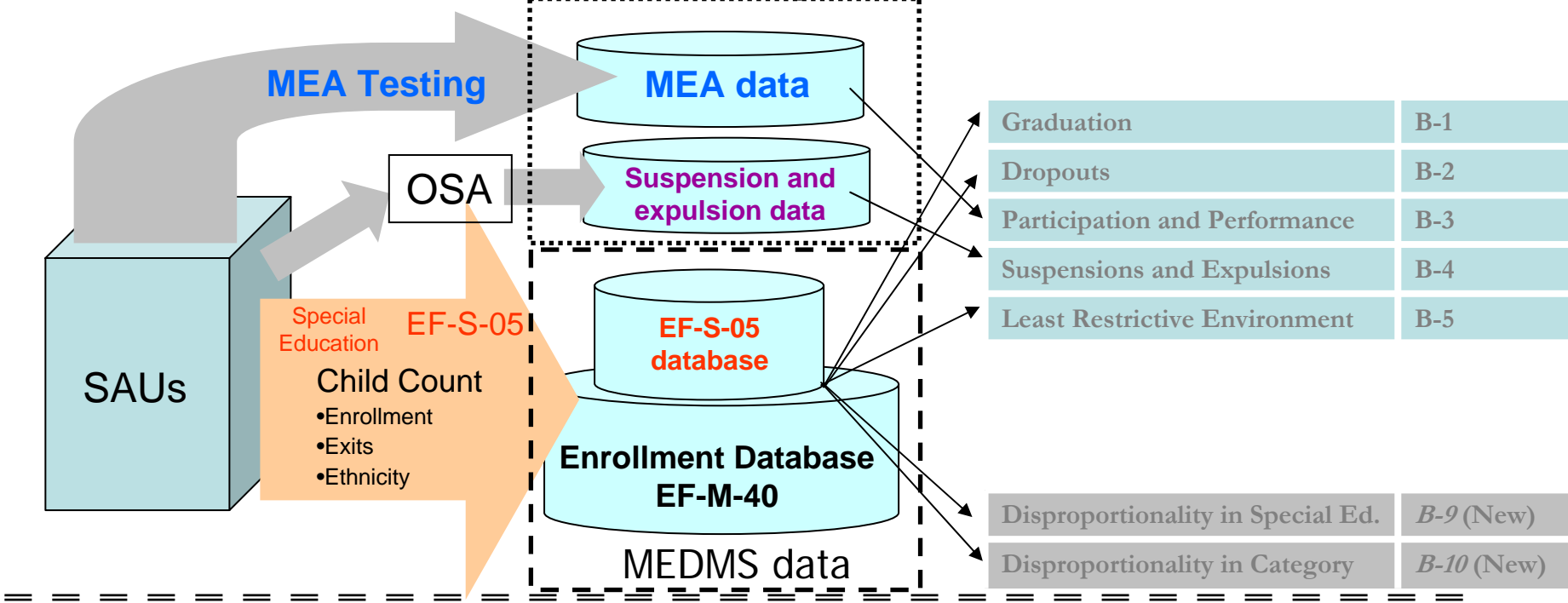


Indicator 5: Percent of children with IEPs aged 6 through 21:
A. Removed from regular class less than 21% of the day; B. Removed from regular class greater than 60% of the day; or C. Served in public or private separate schools, residential placements, or homebound or hospital placements.



—◆— (A.) <21% —✕— 21%-60% —▲— (B.) >60% —●— (C.) Separate Facility

State Performance Plan Data Flow – Part B (ages 3-20)





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Disproportionality (New)

- **Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
- **Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.



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Points to Keep in Mind

- Data entry in MEDMS will be critical
- The SPP increases emphasis on suspensions and expulsions
- Data definitions are embedded in MEDMS help screens
- Additional help is on its way
- **Questions?**

<http://www.maine.gov/education/speced/spp/qanda.rtf>



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